

Appendix F-SCHOOL COVER SHEET – Restart Model

School Name: Klondike Science and Arts Academy Address: 1250 Vollentine Road Memphis, Tennessee 38107	District Point of Contact (POC) Name & Position: Jennifer Shorter Phone#: 615-378-7528 Email Address: jshorter@tnasd.org
School Number: 380	Title I Status: <input checked="" type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program <input type="checkbox"/> Title I Eligible School
Year the school entered Priority status: 2010	
Principal's Name SY 2012-13: Robyn Liehenhaut Phone # 901- 213-5160 Email Address: rliebenhaut@klondikepa.org	Waiver Request(s): <input type="checkbox"/> Requested for this School <input type="checkbox"/> Not Requested for this School
Amount the LEA is requesting from SY 2012-13 School Improvement Funds for the next three years for this school*: * Each year--not to exceed \$2 million	
Pre-Implementation Activities Year 1	\$ 335,200
Year 1: SY 2013-14 excluding pre-implementation	\$ 159,375
Year 2: SY 2014-15	\$ 346,435
Year 3: SY 2015-16	\$ 393,600.80
Three Year Total Budget	\$ 1,234,610.80

School Level Descriptive Information

School Comprehensive Needs Analysis:

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated.

Using the needs analysis, each LEA is required to select an intervention for each school.

Name: Klondike Elementary to Klondike Preparatory Academy			Intervention Model: Restart Model
Provide a minimum of two years of data where indicated.			Provide a summary and conclusion of the analysis of each area.
1. Student Profile Data	2010-11	2011-12	<p>Gestalt Community Schools (GCS) is a charter management organization (CMO) that serves K-12 scholars. GCS leverages community assets to empower citizens who will be college-ready, career-ready, and community-ready. In 2013-2014 school year, Gestalt will restart the current Klondike Elementary School. The new school will be named Klondike Preparatory Academy(KPA). KPA will provide the families and students in the North Memphis community with rigorous curriculum, a culture of high expectations, qualified educators, intensive family support systems, and increased community engagement.</p>
Total student enrollment	275	252	
Grade level enrollment	K- 48 1-49 2-48 3- 46 4-45 5-39	K-43 1-44 2-43 3-42 4-42 5-38	
Number of students in each subgroup (List applicable subgroups below.)	African American 269 Asian/Pacific Islander 0 Hispanic 6 Native American 1 White 6 Economically Disadvantaged 274 Female 143 Male 142	African American 243 Asian/Pacific Islander 0 Hispanic 4 Native American 1 White 4 Economically Disadvantaged 248 Female 136 Male 116	
Mobility (%) - Entrants, Withdrawals			

Through a comprehensive community-matching process, the community selected Gestalt to phase-in a new school model in Klondike Elementary, which is performing at the bottom 5% academically.

Currently, Klondike Elementary School is a federally funded Title I school with a total enrollment of 252 students. The population is 96% African American, 4% Hispanic, White and Native American. Ninety-eight percent of the students receive free or reduced priced lunch. Klondike has experienced a steady declined in enrollment. Families are selecting private schools and optional schools outside of this region. The North Memphis families have lost all faith and belief that their children will receive a quality education at Klondike. This belief is supported by the subsequent enrollment and academic data. Klondike Elementary continues to experience increase in the mobility rate of their students with a high rate of 15.1% withdrawal rate. While the building has 252 enrolled students, its capacity is over 650 students. Thus, Klondike Elementary School is using only 38% of the building capacity.

In response to the current enrollment data, Gestalt plans to provide a restart education model with a focused on rigorous engaging curriculum anchored in a STEAM model of science, engineering, the arts, and mathematics. It is Gestalt's

	Entrants 298 #of Students EOY-251 # of Withdrawal -47 Withdrawal Rate-15.8%	Entrants 251 #of Students EOY-213 # of Withdrawal -38 Withdrawal Rate-15.8%	belief that with the increasing mobility rates of Klondike Elementary that the school is no longer able to engage and motivate their students and families. Thus students and families are not attending school or seeing its value. The students are increasingly the products of narrowed curricula, lacking the creative and critical thinking skills needed for success in the real world. With high student engagement and motivation in mind, Gestalt Community Schools will launch the STEAM model in Klondike Science and Arts Academy.
Attendance %	93.6%	93.0%	Taking a closer look at Klondike shows the importance of community engagement and family support. Klondike is located in the North Memphis area. This area in is a low socio-economic community. The community is a mixture of single-family homes, apartment complexes, and federally subsidized housing. The race and ethnicity of the parents corresponds directly to the race and ethnicity of the students, which is predominately African American. The parents residing in the 38107 zip code are reported to have less than a high school diploma. The median household income for 38107 is reported to be \$23,000 with 63.5% living below the poverty level and 26.2% living below 50% of the poverty level. The parents residing in the 38105 zip code have an average income of \$12,000. 69.6% are living below the poverty level and 36.2% are living below 50 percent of the poverty level. With this demographic data in mind, Gestalt has developed a community engagement program where community partners from LeBonheur, St. Jude, Crosstown Arts, Life Enhancement Services, and Salvation Army will provide social services to the families of KPA. Moreover, the restart model will also include a dedicated parent counselor who will provide support for our families. The support will come in the form of parent academy workshops as well as social services. KPA in conjunction with Gestalt will focus on the academic needs while working with the families to mitigate the social challenges that impact student success and attendance.
Suspensions (#)	60	62	
Expulsions (#)	1	13	
AP, IB, and Dual Enrollment (#)	N/A	N/A	
Graduation Rate	N/A	N/A	
2. Staff Profile Data			
Principal: Joyce Anderson Length of time in position: 15 years	The 1998 school year began under the leadership of principal, Joyce Anderson. In the restart model, Mrs. Anderson will be replaced with a principal who has led an academically successful elementary school.		
Teaching Staff Number of years experience in profession			

1. 1 to 3	1	Fifty-nine percent of the teachers have 5+ years of experience at Klondike Elementary. This veteran staff has been working as a team together for at least the last 4 years. Teachers new to the profession do not remain at Klondike Elementary. In the restart model, there will be a balance of new and veteran teachers. Veteran teachers will act as mentors for new teachers. Moreover, a continuous professional development model will be instituted. The model includes 3-week intensive summer seminar for teachers and ongoing monthly professional development sessions. Teachers receive weekly feedback from school-based administrators and academic coaches. Gestalt's investment in research-based professional development models will increase the retention of qualified educators within the school. Those models include instructional coaches as mentors, professional learning communities, and online differentiated PD via ASCD PD Online.	
2. 4-10 years	10		
3. 11-20 years	5		
4. 21+ years	1		
Teaching Staff Number and % of experience in the school			
1. 1 to 3	3	Seventy percent of the teachers have at least 5+ years of experience at Klondike Elementary School.	
2. 4-10 years	12		
3. 11-20 years	1		
4. 21+ years	1		
Teacher attendance rate		2010-2011	2011-2012
		92%	95%
Teacher evaluation data by levels		2011-2012 Level 1 12.2% Level 2 67.6% Level 3 20.2% Level 4 Level 5	
		While over 97% of the current Klondike staff has the highly qualified status, only 30% are considered Level 3 teachers. Level 3 teachers are teachers who meet expectations according to teacher observations and student performance. As a result, Gestalt's restart model will require a totally new faculty with a track record of success. Gestalt will actively recruit level 4 and 5 teachers for their classes. Teachers will complete an selection and interview process consisting of the following: <ul style="list-style-type: none"> • Phone or Skype Interview for Initial Vetting • Panel Interview – The panel consists of school leaders, a parent, subject-area teachers, and a high school scholar from our network • Finalist Day- The top candidates will spend the day at the school site conducting model lessons and obtaining academic feedback. 	
3. Student Achievement Data		2010-2011	2011-2012
		Provide a summary of existing status and current needs.	
Reading/Language Arts			
“Every test taker” (ETT) category		8.9% Proficient and Advanced	8.6% Proficient and Advanced
		Overall Klondike Elementary Schools scholars are not growing academically in reading and language arts. In the restart model, Gestalt Community Schools will increase the number of minutes spent in	

			Reading and Language Arts. Currently Klondike students spend 90 minutes in ELA for K-2 and grades 3-5, 75 minutes. In Gestalt's ELA model scholars will spend a total of 120 minutes in Reading and ELA. Reading will take place in a balanced literacy framework with deep integration of blended learning strategies to individualized instruction thus covering skill gaps. The reading program is comprised of comprehension, fluency, phonemic awareness, literary analysis, literary techniques, and vocabulary development. The writing program leverages the six traits of writing across all genres. These traits include: voice, ideas, organization, word choice, sentence fluency, and conventions.
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups	African Americans 8.5% Economically Disadvantaged- 9.1% Students with Disabilities >5%	African Americans 8.9% Economically Disadvantaged- 8.7% Students with Disabilities >5%	There has been growth in the students with disabilities subgroup; However, students who are economically disadvantaged are still underperforming. With so little diversity in the subgroups for African Americans and economically disadvantaged, the proficiency levels are comparable. Currently at Klondike the subgroups represent the majority group. There is no growth in any of the sub areas.
School performance on value-added student achievement	Math 0.9 Reading -6.1 Social Studies -0.8 Science 1.8	Math 4.6 Reading -1.7 Social Studies 1 Science 4	The value-added data shows that students in 3 rd grade are making slight gains, but as students move up to 4 th and 5 th grade the gains decline.
Mathematics			
"Every test taker" (ETT) category	12.2% Proficient and Advanced	12.4% Proficient and Advanced	There has been no growth in mathematics at Klondike. Students are provided with 45 minutes to 1 hour of mathematics each day. Gestalt proposed 90 minutes of mathematics instruction each day with additional 60 minutes of mathematics intervention twice per week. The mathematics core curriculum will include conceptual and procedural mathematics, problem solving, and modeling.
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL)	African Americans 11.9% Economically Disadvantaged-	African Americans 11.9% Economically Disadvantaged- 12.6%	There has been growth in the students with disabilities subgroup; However, students who are economically disadvantaged are still underperforming. With so little diversity in the subgroups for African

Race/ethnicity subgroups	11.6% Students with Disabilities 40%	Students with Disabilities 28.1%	Americans and economically disadvantaged, the proficiency levels are comparable.
ACT scores (if applicable)	N/A	N/A	
Graduation Rate (if applicable)	N/A	N/A	
4. School Culture and Climate	Provide a summary of existing status and current needs.		
<p>TELL Survey Analysis</p> <p>School Safety</p> <p>Student Health Services</p> <p>Attendance Support</p> <p>Social and Community Support</p> <p>Parent Support</p>	<p>TELL TN Report</p> <p>An analysis of the Spring 2012 TELL TN School Climate Survey Results revealed that 85% of the teachers feel they are skilled in various methods of teaching and are well prepared to teach the subjects they are assigned to teach. Teachers felt that 70% of the students at this school understand expectations for their conduct. Additionally, teachers felt that the school leadership facilitates using data to improve student learning. The data reflects the need for the school to foster positive relationships and collaboration among parents and community stakeholders. A second need is to increase the number of parents active in the school's parent organization. Teachers felt that the lack of parental support is what is negatively affecting the TCAP results.</p> <p><i>High rated items:</i></p> <ul style="list-style-type: none"> • Students at this school understand expectations for their conduct. 70% • Teachers are held to high professional standards for delivering instruction. 80% • The school leadership facilitates using data to improve student learning. 100% <p><i>Low rated items:</i></p> <ul style="list-style-type: none"> • Parents/guardians are influential decision makers in this school. 15% • Parents/guardians support teachers, contributing to their success with students. 45% • <i>Students feel safe at their school.</i> – 60.7% • Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc. 57.7% <p>To address the climate report data, Gestalt will institute a summer kick-start program focusing on school culture including conduct and teacher/student interaction. Moreover, parents will also engage in a parent academy providing them with a day in the life of a KPA student. They will understand the school culture, academic targets, and the rationale behind the Gestalt's model. The summer program for students and parents are critical to our stakeholders' investment and buy-in to the model.</p>		
5. Rigorous Curriculum- Alignment of curriculum with state standards across grade levels	<p>Provide a summary of existing status and current needs:</p> <ul style="list-style-type: none"> • MCS's pacing and curriculum guides are used. They give teachers the sequence in which skills should be taught and the depth at which skills should be taught. • Teachers' lesson plans are aligned with state curriculum standards and teachers receive administrative feedback. 		

	<ul style="list-style-type: none"> • Klondike Elementary Schools educational program is communicated to students, parents, and stakeholders on a monthly basis through monthly newsletters and progress reports. <p>The new Klondike Preparatory Academy will leverage a comprehensive approach to rigorous curriculum. Gestalt's instructional design focuses on a balanced approach of problem/project-based learning and direct instruction supported by cooperative learning, differentiation, and assessments. All instructional strategies will integrate technology. The instructional model includes the following: direct instruction, cooperative learning, blended learning, and project-based learning. In a blended learning environment, KPA students will engage with online digital content, direct instruction, and project-based learning. Online learning via digital content allows for individualized instruction while teachers provide direct strategic instruction to smaller learning communities. Moreover, project-based learning offers the bridge between the core curriculum subjects and STEAM integration. For example, the writing teacher provides integrated units on drama by having students develop their own original play while the drama teacher supports the core writing class with the performance and theatrical lessons. KPA prepares its students to be college-ready and career ready through offering a STEM program. The STEM program is endorsed through Project Lead the Way. Project Lead the Way provides a comprehensive curriculum and teacher professional development program.</p>
Curriculum Intervention Programs	Klondike currently uses the following intervention programs: AIMS Web, Stanford Math, and Reading Plus. Gestalt is proposing the following supplemental intervention programs: Achieve 3000, ST Math, Dreambox, iReady, MyOn, Study Island, RazKids, and Class DoJo for behavior interventions.
Enrichment Programs	<ul style="list-style-type: none"> • Choir • Science Club • Boys Scouts <p>Gestalt Community Schools will provide the following enrichment programs: arts, music, chess, dance, drama, basketball, karate, and cheerleading.</p>
6. Instructional Program	Provide a summary of existing status and current needs.
Planning and implementation of research based instructional strategies	<p>Klondike Elementary School day begins at 8:30 AM and ends at 3:15 PM. All grades have 375 minutes of instruction including music, art, physical education, and library science. Klondike is a McRel school, meaning teachers will receive specialized training in scientific, research-based instructional strategies for teaching vocabulary. Curriculum materials for improving instruction were purchased such as TCAP practice books, Classroom Performance Systems, Smart Boards, LCD projectors, student computers, and agenda books.</p> <p>Under the restart model, Klondike Preparatory Academy teachers launch every lesson with direct instructional strategies to explicitly model the skill and concept. Direction instruction is the catalyst for guided instruction, which takes place in small blended learning groups with teacher or in cooperative learning groups with students. Students deepen their knowledge by engaging in independent quality work through project-based learning. This work is anchored in the STEAM model with real world projects. Students receive strategic intervention through online digital content adapted to their needs and additional small group instruction.</p>

Use of instructional technology	<p>Students use the computer labs for weekly intervention. Teachers have projectors and computers to delivery instructional materials. There is very little focus on integration of technology to improve student learning.</p> <p>In the KPA model, students operate in a 1 computer to 2-student environment. Teachers leverage projectors, SmartBoards, and MacBook programs such as iMovie and Podcasting to engage instruction. The technology is leveraged in small group and individualized components of the blended learning model. In the blended learning model students will rotate within three distinct groups for more individualized instruction:</p> <ul style="list-style-type: none"> • Small Group Direct Instruction- 5-8 scholars receive direct instruction with classroom teacher. • Independent Study with Digital Online Curriculum- 5-8 scholars will receive core instruction using online digital curriculum. Scholars receive adaptive instruction at their own pace • Small Group Project-Based Learning- 5-8 scholars will work in small groups for more practice and/or project-based learning with peers. 																
Use of data analysis to inform and differentiate instruction	<p>The current instructional facilitator leverages data from common assessments and shares it with the teachers. In the new KPA school data is analyzed daily, teachers and administrators leverage the data dashboard to track attendance, mastery of objectives, and student behavior. The data is used to inform instruction. Parents also have access to the dashboard and reports to monitor their students' progress. Training on how to analyze and read reports are done in parent academy meetings.</p>																
Number of minutes scheduled for core academic subjects	<p>Currently, all grades have 375 minutes of instruction including music, art, physical education, and library science. There is 90-minute literacy with social studies and science integration.</p> <p>Under the restart model, Klondike Preparatory Academy will have an extended school day with an afterschool program for working families. The school day will run from 7:30 am to 4:00 pm with aftercare ending at 5:30 pm. Students will receive 120 minutes of reading and language arts, 90 minute of mathematics, 45 minutes of science, 45 minutes of social studies, 60 minutes of enrichment/fine arts, and 60 minutes of intervention.</p>																
7. Assessments																	
Use of formative, interim, and summative assessments to measure student progress	<p>Discovery Education is used for interim assessments. The assessments are given 3 times per year. The Writing Folio is administered to 5th graders twice per week. AIM Webs is also used for ongoing progress monitor around reading fluency.</p> <p>In the KPA model, the following assessments are used to track student progress</p> <table border="1"> <tr> <td>National Norm Reference</td><td>NWEA MAP</td></tr> <tr> <td>Daily Checks for Understanding</td><td>Teacher CFU, Various Digital Content Providers, Online Exit Ticket</td></tr> <tr> <td>RTI Progress Monitoring</td><td>DIBELS, Failure Free Reading, ST Math, and Achieve 300</td></tr> <tr> <td>Weekly Assessments</td><td>Teacher developed Common Core Assessments</td></tr> <tr> <td>Unit Assessments</td><td>Teacher developed unit assessments twice per grading period</td></tr> <tr> <td>Formative/Summative Assessments 3 times per year</td><td>Pearson School Net assessments developed by Gestalt, Writing Folio and MyAccess assessments for writing</td></tr> <tr> <td>State Assessments</td><td>TCAP, TCAP Writing, and End of Course Assessments</td></tr> <tr> <td>Performance Based Assessments</td><td>Student-centered assessments based on project-based learning units.</td></tr> </table>	National Norm Reference	NWEA MAP	Daily Checks for Understanding	Teacher CFU, Various Digital Content Providers, Online Exit Ticket	RTI Progress Monitoring	DIBELS, Failure Free Reading, ST Math, and Achieve 300	Weekly Assessments	Teacher developed Common Core Assessments	Unit Assessments	Teacher developed unit assessments twice per grading period	Formative/Summative Assessments 3 times per year	Pearson School Net assessments developed by Gestalt, Writing Folio and MyAccess assessments for writing	State Assessments	TCAP, TCAP Writing, and End of Course Assessments	Performance Based Assessments	Student-centered assessments based on project-based learning units.
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	Assessments are student products and artifacts.
Timeline for reporting student progress to parents	<p>Currently parents receive report cards every 9 weeks and progress reports every 5 weeks parents receive progress reports. In the restart model parents will receive the following communication on student progress</p> <ul style="list-style-type: none"> • Daily 24-hour Access of Student Progress Reports and Grades Via PowerSchool and the Hybrid Learning Management System • 3- Week Progress Report throughout the year • Yearly Home visit to establish family goal-setting plan for academics and social development • Quarterly Report Cards and Parent Conference • Parent Data Meeting Twice per Year
8. Parent and Community Support	Provide a summary of existing status and current needs.
Social, health, and community services to students and families	<p>Klondike Goes Green. Students have harvested fruits and vegetables from our garden. Officers from the Shelby County Sheriff's Department helped our Science and Engineering Camp students build a school garden. Our volunteer scientist, Dr. Lynne Bowers, directed the Camp.</p> <p>KPA scholars will be connected to the community through various community service projects such as Coat for Kids, MidSouth Food Bank, Community Clean Memphis, and Community Garden Project. To enhance the development of creative thinking through the STEAM model, KPA students will engage in field experiences at local art and science museums.</p>
Parent support to students and school	<p>Only 5% of the parents are active in the PTA/PTO.</p> <p>Gestalt will leverage parent counselor and parent academy workshops to actively engage annually at least 50% of the parents of our student population.</p>

2. School Improvement Plan

Attach an electronic copy of the school's comprehensive plan for school improvement that will be implemented in conjunction with the Restart Model. (Label as Attachment *School Name* School Improvement Plan)

You may use the “streamlined” improvement plan developed in Fall 2011, “Revised Tennessee School and District Improvement Planning” document or one of your choosing.

Restart Model**School Name: Klondike Preparatory Academy****Tier: II**

Rationale for selection of intervention model: Explain how the LEA will use the restart intervention model to address the root causes of the school's low-performance as identified in the school's needs assessment.

Background

Gestalt Community Schools (GCS) is a charter management organization that serves K-12 scholars. GCS leverages community assets to empower citizens who will be college-ready, career-ready, and community-ready. GCS will work in partnership with Memphis City Schools (MCS) and the Achievement School District (ASD) to provide a comprehensive restructuring program for Klondike Elementary School. GCS was selected to run one of the ASD schools, which represents the bottom 5% of the lowest performing schools in Memphis.

Currently, GCS successfully operates two MCS charter schools and one ASD charter school. Those schools are Power Center Academy Middle School, Power Academy High School, and the newly opened Gordon Science and Arts Academy. For the past 4 years, the GCS network has produced one of the highest performing charter schools in the state. In the 2012 Tennessee Comprehensive Achievement Program (TCAP), GCS schools outperformed the state and district schools. Below is a chart comparing the performance of GCS middle and high schools to the district and the state.

2012**TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM AND END OF COURSE EXAMS**

	ELA	Math	Science	Social Studies	Algebra I	Biology I	English I
DISTRICT	29.2%	27.6%	31.8%	30.6%	33.8%	28.3%	43.2%
STATE	49.9%	47.2%	61.2%	59.2%	55.3%	55.5%	66.1%
GESTALT	63.6%	56.6%	94.3%	90.6%	73.9%	58.1%	85.3%

Gestalt will restart Klondike Elementary School in order to provide a high quality education option for the families in the North Memphis community. Klondike Elementary School will become Klondike Science and Arts Academy. This school will be a zoned school serving the 3 zip codes in the North Memphis region. Currently, Klondike Elementary School produced results in which students have not mastered the fundamental mathematics and reading skills. Below are the results of the state assessment for two years. The results provide the overall proficiency levels of the Klondike Elementary students.

AYP Subject Areas	2011 Results	2012 Results
Mathematics	12.2%	12.4%
Reading and Language Arts	8.9%	8.6%
Science	9.8%	7.6%
Attendance	93.6%	93.0%

Klondike Elementary School will transition to Klondike Preparatory Academy through a phased-in model. Gestalt Community Schools will phase in the following grades over a 5-year period.

Phased in Grades	Years of Implementation
Kindergarten and 2 nd Grade	2013-2014
3 rd Grade	2014-2015
4 th Grade	2015-2016
5 th Grade	2016-2017

In response to the core causes of the school's low performance, Gestalt will provide the following components of a comprehensive educational model:

Extended Day – Klondike Preparatory Academy(KPA) will operate from 7:30 am to 4:00 pm. With the extended schedule, scholars will have the opportunity to receive 2 hours of reading/language arts and 90 minutes of mathematics each day.

Balanced Literacy Framework- KPA scholars will engage in guided reading, vocabulary development, independent reading, phonics, and writer's workshop everyday. Literacy will be integrated across all subject areas.

Comprehensive Intervention Programs- KPA intervention programs are aligned to the RTI framework. KPA scholars receive in-class intervention, afterschool, and Saturday School intervention.

Blended Learning Model – In addition to the extended day, KPA scholars will engage in a research-based blended learning model. This model provides the scholars an individualized educational plan to close skill deficits in literacy and numeracy. The blended learning model GCS will leverage is the rotational model. In this model, students will rotate through 3 learning stations. The first will be direct instruction from the teacher, the second is guided practice in small groups, and the third is independent practice and remediation through online prescribed digital curriculum.

STEM Program –Scholars will have access to 1 hour of STEM education each day. KPA will implement the nation-wide STEM program produced by Project Lead the Way. Project Lead the Way is an engaging and thought-provoking program, where students develop critical thinking skills through hands-on project-based learning, preparing them to take on real-world challenges. Students will have the opportunity to create, design and build things like robots and cars, applying what they are learning in math and science to the world's grand challenges.

Arts Program – KPA scholars will also have choice of participating in 1 hour of Fine Arts. They will have the choice of performing arts, visual arts, and music. These programs will focus on the integration of literacy and numeracy in arts education.

Parent Academy – Core to KPA is the partnership with parents. Parents will be provided opportunities through a comprehensive Parent Academy program. This program will focus the parent community on programs and skills to assist them in supporting their scholars' educational experience while also providing resources for the parents' educational and social needs.

Community Engagement – As a Gestalt school, KPA will focus on grooming scholars who are community-ready humanitarians. Community

Engagement is a two-fold process where GCS provides our scholars and parents access to community resources to improve the quality of their lives. In addition to leveraging resources, KPA scholars and staff will work to better their community through strategic community service projects. All scholars will be required to secure community service hours each year.

Systematic Assessment Program – *KPA scholars will engage in 3 assessment programs to accurately evaluate the scholars’ academic performance. Those programs include a national norm-referenced assessment measuring pre/post student performance, weekly assessments based on current educational objectives, and formative assessments to benchmark student performance toward overall mastery.*

Professional Development Program- *KPA administrators and teachers will complete a comprehensive professional development program focusing on high academic achievement, effective school culture, and data-driven instruction. Educators will participate in a 3-week summer seminar. In addition, they will receive ongoing monthly professional development onsite and online opportunities.*

Within the next 5 year, the goal of Gestalt Community Schools is to move Klondike Elementary student performance from the bottom 5% to the top 25% in Tennessee.

Annual Goals for Reading/Language Arts on State assessments for “all students” group and for each subgroup.

Annual Goals for **Reading/Language Arts** on State assessments for “all students” group and for each subgroup. Currently, Klondike has very little diversity in its population. The two subgroups that statistically prevalent are the students with disability (SWD) and economically disadvantaged. As we look to set benchmarks for SWD, we will leverage the Tennessee Department of Education gap closure of 6.3% gains for the first year followed by 10% increase the subsequent years.

Grades and Subgroups	Current 2012	2013	2014	2015	2016
3 rd Grade- All Students	30.6%	We are in a phased-in model; as a result, we will not have 3 rd - 5 th grade students in this school year.	51.7%	59.4%	67.1%
SWD	>5%		21.3%	31.3%	41.3%
Economically Disadvantaged	32.4%		51.7%	59.4%	67.1%
4 th Grade- All Students	>5%	We are in a phased-in model;	We are in a phased-in model;	62.6%	69.4%

	SWD	>5%	as a result, we will not have 4 th - 5 th grade students in this school year.	as a result, we will not have 4 th - 5 th grade students in this school year.	31.3%	41.3%	
	Economically Disadvantaged	>5%			62.6%	69.4%	
	5 th Grade – All Students	7%	We are in a phased-in model; as a result, we will not have 3 rd - 5 th grade students in this school year.	We are in a phased-in model; as a result, we will not have 4 th - 5 th grade students in this school year.	We are in a phased-in model; as a result, we will not have 4 th - 5 th grade students in this school year.	69.4%	
	SWD	>5%				41.3%	
	Economically Disadvantaged	>5%				69.4%	

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for “all students” group and for each subgroup for (to be updated annually upon renewal of the grant).

KPA scholars will complete 4 formative or interim assessments each year in Reading and Language Arts. The assessments will be delivered through Pearson Assessment, Education system, Dibels, and MyAccess. Assessments will be aligned to the common core standards. The target level for proficient is 80%. In addition to the interim assessments, KPA scholars will take the NWEA national norm-referenced assessment.

Assessment	Date	Academic Milestone
NWEA MAP Reading and Language Arts (Pre-assessment)	August 1-2, 2013	To secure baseline data on the scholar’s academic performance in reading.
Pearson Interim Assessment and MyAccess	September 23-27, 2013	To achieve 20% of KPA scholars reach mastery on the interim assessment.
Pearson Interim Assessment and MyAccess	November 25-29, 2013	To achieve 30% of KPA scholars reach mastery on the interim assessment.
Pearson Interim Assessment and MyAccess	January 20-24, 2014	To achieve 50% of KPA scholars reach mastery on the interim assessment.
NWEA MAP Reading and Language Arts (Mid-Year)	January 27-30, 2014	To secure KPA scholars reaching 35% of their yearly RIT target.
Pearson Interim Assessment and MyAccess	March 24-28, 2014	To achieve 70% of KPA scholars reach mastery on the interim assessment.
NWEA MAP Reading and Language Arts (Post-assessment)	May 12-15, 2014	To secure 65% or more scholars reach their yearly RIT targets.
Dibels- Ongoing Progress Monitoring	Ongoing Progress Monitoring	To reduce the level of Tier III interventions each month.

Annual Goals for **Mathematics** on State assessments for “all students” group and for each subgroup. Currently, Klondike has very little diversity in its population. The two subgroups that statistically prevalent are the students with disability (SWD) and economically disadvantaged. As we look to set benchmarks for SWD, we will leverage the Tennessee Department of Education gap closure of 6.3% gains for the first year followed by 10% increase the subsequent years.

Grades and Subgroups	Current 2012	2013	2014	2015	2016
3 rd Grade- All Students	30.6%	We are in a phased-in model; as a result, we will not have 3 rd - 5 th grade students in this school year.	54.6%	62.2%	69.8%
SWD	>5%		21.3%	31.3%	41.3%
Economically Disadvantaged	32.4%		54.6%	62.2%	69.8%
4 th Grade- All Students	>5%	We are in a phased-in model; as a result, we will not have 4 th - 5 th grade students in this school year.	We are in a phased-in model; as a result, we will not have 4 th - 5 th grade students in this school year.	62.2%	69.8%
SWD	>5%			31.3%	41.3%
Economically Disadvantaged	>5%			62.2%	69.8%

5 th Grade – All Students	7%	We are in a phased-in model; as a result, we will not have 3 rd - 5 th grade students in this school year.	We are in a phased-in model; as a result, we will not have 4 th - 5 th grade students in this school year.	We are in a phased-in model; as a result, we will not have 4 th - 5 th grade students in this school year.	69.8%	
SWD	>5%				41.3%	
Economically Disadvantaged	>5%				69.8%	
Assessment		Date		Academic Milestone		
NWEA MAP Mathematics (Pre-assessment)		August 1-2, 2013		To secure baseline data on the scholar’s academic performance in reading.		
Pearson Interim Assessment		September 23-27, 2013		To achieve 20% of KPA scholars reach mastery on the interim assessment.		
Pearson Interim Assessment		November 25-29, 2013		To achieve 30% of KPA scholars reach mastery on the interim assessment.		
Pearson Interim Assessment		January 20-24, 2014		To achieve 50% of KPA scholars reach mastery on the interim assessment.		
NWEA MAP Mathematics (Mid-Year)		January 27-30, 2014		To secure KPA scholars reaching 35% of their yearly RIT target.		
Pearson Interim Assessment		March 24-28, 2014		To achieve 70% of KPA scholars reach mastery on the interim assessment.		
NWEA MAP Mathematics (Post-assessment)		May 12-15, 2014		To secure 65% or more scholars reach their yearly RIT targets.		
ST Math Ongoing Progress Monitoring				ST Math reports will provide level of proficient, time on task, and growth will be measured.		

Annual Goals for **Science** on State assessments for “all students” group and for each subgroup. Currently, Klondike has very little diversity in its population. The two subgroups that statistically prevalent are the students with disability (SWD) and economically disadvantaged. As we look to set benchmarks for SWD, we will leverage the Tennessee Department of Education gap closure of 6.3% gains for the first year followed by 10% increase the subsequent years.

Grades and Subgroups	Current 2012	2013	2014	2015	2016
3 rd Grade- All Students	16.7%	We are in a phased-in model; as a result, we will not have 3 rd - 5 th grade students in this school year.	46%	56%	66%
SWD	>5%		21.3%	31.3%	41.3%
Economically Disadvantaged	17.6%		46%	56%	66%
4 th Grade- All Students	>5%	We are in a phased-in model; as a result, we will not have 4 th - 5 th grade students in this school year.	We are in a phased-in model; as a result, we will not have 4 th - 5 th grade students in this school year.	56%	66%
SWD	>5%			31.3%	41.3%
Economically Disadvantaged	>5%			56%	66%
5 th Grade – All Students	>5%	We are in a phased-in model; as a result, we will	We are in a phased-in model; as a result, we will not have 4 th - 5 th grade students in this	We are in a phased-in model; as a result, we	66%
SWD	>5%				41.3%

			not have 3 rd - 5 th grade students in this school year.	school year.	will not have 4 th - 5 th grade students in this school year.		
	Economically Disadvantaged					66%	
Quarterly Milestone Goals for Science on interim assessments for “all students” group and for each subgroup for (to be updated annually upon renewal of the grant).							
Assessment		Date		Academic Milestone			
NWEA MAP Science (Pre-assessment)		August 1-2, 2013		To secure baseline data on the scholar’s academic performance in reading.			
Pearson Interim Assessment		September 23-27, 2013		To achieve 20% of KPA scholars reach mastery on the interim assessment.			
Pearson Interim Assessment		November 25-29, 2013		To achieve 30% of KPA scholars reach mastery on the interim assessment.			
Pearson Interim Assessment		January 20-24, 2014		To achieve 40% of KPA scholars reach mastery on the interim assessment.			
NWEA MAP Science (Mid-Year)		January 27-30, 2014		To secure KPA scholars reaching 35% of their yearly RIT target.			
Pearson Interim Assessment		March 24-28, 2014		To achieve 70% of KPA scholars reach mastery on the interim assessment.			
NWEA MAP Science (Post-assessment)		May 12-15, 2014		To secure 65% or more scholars reach their yearly RIT targets.			

Name of School: Klondike Preparatory Academy		Tier:	
Description	Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013	Implementation Timeline	Name and Position of Responsible Person(s)
Scholar and Teacher Recruitment	Open House Events and Community Resource Fairs for North Memphis	February 14- March 15, 2013	School Principal, Deans, and Director of Recruitment at the CMO level
Finalize the recruiting, interviewing, and selection process of staff members	Online application review Model Lesson demonstrations Panel Interviews	January 15 th to April 15, 2013	Director of HR School Principal Deans Other CMO staff members
Balanced Literacy Framework for K- 8 Schools	Uncommon Schools Common Core Literacy Program (Train-the-Trainer)	March – April 2013	Lead Literacy Coach Director of Professional Development 1 st Grade Teacher Trainer Kindergarten Teacher Trainer
Klondike Kick Start Training	Provides core culture and teambuilding workshops for staff members	April 27 th to May 24, 2013	All staff members
Summer Learning Camp for Kindergarten, First Grade Readiness, and Second Grade Readiness	The program will provide early intervention to the existing K and 2 nd grade students via a 5-week program of basic literacy and numeracy skills.	June 3 to July 3, 2013	50% of the 2nd and K Teachers Mentor teacher for other GCS schools School Principal TFA Corp Members
Blended Learning Planning and Development	Gestalt will work in conjunction with Education Elements to develop a cohesive blended learning model aligned to the literacy and numeracy framework.	January 3 to April 1, 2013	Director of Professional Development Curriculum Coordinator Assessment Coordinator School Principal and Dean

TN DOE Common Core Training	Common Core Training for Mathematics Common Core Training for Literacy	June 2013 July 2013	Lead Math and Literacy Teacher Trainers Director of Professional Development Curriculum Coordinator
Leadership Summer Seminar for Administrators	This one –week long seminar focuses on operational, academics, and cultural skills and techniques to implement an effective GCS school.	July 8- 12, 2013	School Principal Dean School Counselor Lead SPED Teacher
Parent Academy	One full day mandatory parent academy session focusing on the day in the life of a KPA scholar. Parents will be provided with overview of school culture, instructional practices, and enrichment programs.	July 29- 21, 2013	Parents KPA teachers Principal Deans School Counselor
Scholar Academy	KPA will receive an orientation and practice of the 5 key areas of school culture.	July 29-21, 2013	Scholars KPA teachers Principal Deans School Counselor
GCS Summer Teacher Seminar	Three week seminar covering Common Core, lesson planning, instructional delivery, blended learning, project-based learning, investment planning, and classroom management.	July 15- August 2, 2013	All Staff Members Director of Professional Development School Principal Deans
NWEA MAP Baseline Assessment NWEA MAP Mid Year NWEA MAP End of the Year	NWEA MAP Kindergarten Readiness and Baseline Assessments in Reading, Language Arts, Mathematics, and Science	August 1-10, 2013 January 20-30, 2014 May 12-30, 2014	School Counselor CMO Assessment Coordinator Dean
Parent Academy Workshops	Parent Counselor conducts family workshops on how to assist your child with homework, family financial literacy, health and nutrition classes, and community service.	August 17, 2013 October 19, 2013 December 7, 2013 February 8, 2014 April 12, 2014	Parent Counselor Parents

Pearson Interim Assessments	Assessments are completed 3 times during the course of the school year	September 23-27, 2013 November 25-29, 2013 January 20-24, 2014 March 24-28, 2014	Director of Assessments School Principal Deans Parents
Parent Data Meeting and Conference	Quarterly Parent Meetings are held to review interim assessment data, report cards, and RTI reports.	September 2013 December 2013 March 2014 May 2014	Parent Counselor Parents School Principal
ST Math, Achieve 3000, Dibels	Ongoing Progress Monitoring to RTI	Weekly	Teachers Deans
School Field Experiences	Scholars will conduct field experience as an extension of STEAM, project-based learning assignments. Field experiences include New Ballet Ensemble, Memphis Symphony, Dixon Museum, Pink Palace, and Theater Memphis. These organizations will also hold workshops at the school to enrich the science, literacy, and numeracy instructional blocks.	August 2013 October 2013 February 2014 May 2014	Parent Volunteers Teachers Dean or School Principal Fine Arts teachers Core Teachers
Quarterly Leadership Retreat	Retreats are used to refocus on school goals and data. The outcome is to refine the implementation of our school improvement plan.	August 2013 December 2013 March 2014 May 2014	School Leaders Director of Leadership Chief Academic Officer Director of Professional Development
Summer and Mid Year Teacher Retreat	Retreats are used to reconnect school community around common goals.	July 2013 January 2014	All Staff Members

Requirements for the Restart Model. (LEA must implement all.)			
1. Select CMO to restart school	Gestalt Community Schools	January 2013	Derwin Sisnett, CEO Yetta Lewis, CAO Holly Coleman, CFO Reggie Manning, COO

			Robyn Liebenhaut, Principal Precious Boyle, Dean of Instruction
2. Notify parents and other stakeholders of the restart process and of the LEA's obligation to enroll all previously enrolled students in the new school.		December 2012	ASD Gestalt Community Schools Staff

